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IDENTIFIERS FERIC; *Florida Educational Resources Information Center

ABSTRACT

This annotated bibliography describes approximately 150 materials collected by the Florida Educational Resources Information Center (FERIC) to aid educators in implementing Chapter 74-238, "Laws of Florida," pertaining to early childhood education. Materials are organized in the following categories: (1) Child Development and Early Childhood, (2) Child Development and Early Childhood Education, (3) Diagnostic Teaching and Early Childhood, (4) Early Childhood and Educational Needs, (5) Early Childhood and Educational Objectives, (6) Early Childhood and Individualized Instruction, (7) Early Childhood and Parent and Classroom, (8) Early Childhood and Board of Education Policy, (9) Early Childhood and Program Evaluation, (10) Early Childhood and Self-Concept, (11) Kindergarten and Scheduling, (12) Parent Education and Early Childhood, and (13) Social Development and Early Childhood. (Author/BRT)

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ANNOTATED BIBLIOGRAPHY OF FERIC MATERIALS FOR ASSISTANCE IN IMPLEMENTING CHAPTER 74-238, LAWS OF FLORIDA, PERTAINING TO EARLY CHILDHOOD EDUCATION

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Florida Department of Education
Ralph D. Turlington, Commissioner
Tallahassee, Florida 32304

This public document was promulgated at an annual cost of $937.82 or $1.33 per copy to share early childhood education research and program component information with Florida educators.

Materials in the annotated bibliography which follow are available through FERIC (Florida Educational Resources Information Center, an ERIC Clearinghouse) at the following centers:

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Inverness 32650

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1410 N.E. Second Ave.
Miami 33132

ESCAMBIA COUNTY

George Stone Area Vocational-Technical Center
Rt. 10, Box 530
Longleaf Dr.
Pensacola 32506

HILLSBOROUGH COUNTY

Tampa Bay Area Vocational-Technical Center
6410 Orient Rd.
Tampa 33610

LAKE COUNTY

Lake County Area Vocational-Technical Center
2001 Kurt St.
Eustis 32726

LEE COUNTY

Lee County Area Vocational-Technical Center
3800 Michigan Ave.
Ft. Myers 33905

LEON COUNTY

Lewis M. Lively Area Vocational-Technical Center
500 N. Appleyard Dr.
Tallahassee 32304

MANATEE COUNTY

Manatee Area Vocational-Technical Center
5503 34th St., W.
Bradenton 35507

ORANGE COUNTY

Mid-Florida Technical Institute
2900 W. Oak Ridge Road
Orlando 32809

PALM BEACH COUNTY

North Technical Education Center
7071 Garden Road
P.O. Box 10415
Riviera Beach 33404

PINELLAS COUNTY

Pinellas County Vocational-Technical Institute
6100 154 Ave., N.
Clearwater 33516

City Center for Learning
850 34th St., S.
St. Petersburg 33712

POLK COUNTY

Polk County Area Vocational-Technical Center
Box 720
Eaton Park 33840

ST. JOHNS COUNTY

St. Augustine Technical Center
Collins Avenue
P.O. Box 500
St. Augustine 32084

SARASOTA COUNTY

Sarasota County Area Vocational-Technical Center
4748 Beneva Rd.
Sarasota 33581

SUWANNEE COUNTY

Suwannee-Hamilton Area Vocational-Technical Center
415 S.W. Pinewood Dr.
Live Oak 32060

TAYLOR COUNTY

Taylor County Area Vocational-Technical Center
P.O. Box 780
Perry 32347

WASHINGTON COUNTY

Washington-Holmes Area Vocational-Technical Center
709 Hoyt St.
Chipley 32428

Brevard Community College
1519 Clearlake Road
Cocoa 32922

Central Florida Community College
P.O. Box 1388
Ocala 32670

Chipola Junior College
Marianna 32446

Florida Junior College at Jacksonville
1246 Cumberland Road
Jacksonville 32205

Indian River Community College
3209 Virginia Ave.
Ft. Pierce 33450

Lake City Community College
Lake City 32055

North Florida Junior College
Madison 32340

Okaloosa-Walton Junior College
Niceville 32578

Santa Fe Community College
P.O. Box 1530
Gainesville 32601

Seminole Junior College
Sanford 32771

South Florida Junior College
600 W. College Dr.
Avon Park 33825

Pasco Comprehensive High School
1204 S. R. 52
Dade City 33525

Florida Agricultural and Mechanical University
S. Boulevard St.
Tallahassee 32307

Florida Atlantic University
Boca Raton 33432

Florida International University
Tamiami Trail
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Florida State University
Tallahassee 32306

Florida Technological University
Alafaya Trail
P.O. Box 25000
Orlando 32816

University of Florida
Gainesville 32611

University of North Florida
St. Johns Bluff Road S.
P.O. Box 17074
Jacksonville 32216

University of South Florida
4202 Fowler Ave.
Tampa 33620

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The following materials may be useful to you in implementing Chapter 74-238, Laws of Florida, pertaining to Early Childhood Education. They are classified by FERIC under the following categories:

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CHILD DEVELOPMENT AND EARLY CHILDHOOD

Accession Number: ED002148

Personal Author: Jones, Edgar L.

Title: Early School Admission Project

Culturally disadvantaged youngsters who could be expected to suffer failure or frustration upon public school entry at the ages of five or six. Centers were opened in 1963. Development of a positive self-concept was one of the major goals of this early admission program.

Accession Number: ED03137

Personal Author: Bower, Eli M.

Title: Fostering Maximum Growth in Children

Institution Name: National Education Association, Washington, D.C.

Young children need to learn to process symbols. The quality of a child's education in managing and utilizing symbols will affect his ability to work, love, and grow.

Accession Number: ED022826

Personal Author: Hudson, Catherine R.

Title: The Child Development Center: A Program to Provide Children "A Head Start" in Life and Implications for Primary Education

A child development center (CDC) is said to rest on five basic tenets--(1) a team approach, (2) individual and small group methods, (3) emphasis on a total developmental setting, (4) the great significance of the early years of childhood, and (5) the concept of continuity in experience and development.

Accession Number: ED023448

Personal Author: Elliott, David L.

Title: Promising Directions for Research and Development in Early Childhood Education

A survey of research and development studies currently needed in early childhood education stresses child development and its relation to instruction. Topics which have been discussed are perception, oral language, concept formation, learning set, motivation, and the psychology of learning.

Accession Number: ED033766

Personal Author: Gardner, D. Bruce

Title: The Influence of Theoretical Conceptions of Human Development on the Practice of Early Childhood Education

Institution Name: Denver University, Colorado

Communication is urged between theorists of human development and practitioners in early childhood education.

Accession Number: ED049817

Personal Author: Feldman, Ronald, Comp.; Coopersmith, Stanley, Comp.

Title: A Resource and Reference Bibliography in Early Childhood Education and Developmental Psychology: The Affective Domain

This bibliography provides a comprehensive listing of the reference literature in early childhood (ages 2-9) psychology and education dealing with the affective domain. Categories such as achievement motivation; aggression; anger and frustration; character and moral development; creativity; games; and social behavior are included.

Accession Number: ED050805

Personal Author: White, Burton L.

Title: An Analysis of Excellent Early Educational Practices: Preliminary Report

Institution Name: Harvard University, Cambridge, Mass. Center for Research and Development in Educational Differences

This document reports the first phase of a longitudinal research project designed to produce information on how to raise children so their basic abilities may develop optimally during the first six years of life.

Accession Number: ED058948

Personal Author: O'Keefe, Ann

Title: The Home Start Program: Guidelines

Institution Name: Office of Child Development (DHEW), Washington, D.C.

The Home Start Program objectives are: (1) to involve parents directly in the educational development of their children; (2) to help strengthen in parents their capacity for facilitating the general development of their own children; (3) to demonstrate methods of delivering comprehensive Head Start-type services to children and parents for whom a center-based program is not feasible; and (4) to determine the relative costs and benefits of center- and home-based comprehensive early childhood development programs, especially in areas where both types of programs are feasible.

Accession Number: ED059779

Personal Author: Hale, Gordon A.; Stevenson, Edward E., Jr.

Title: Five- and Eight-Year-Old Children's Response to Auditory and Visual Distraction

Institution Name: Educational Testing Service, Princeton, New Jersey

An assessment was made of 5- and 8-year-old children's performance on a short-term memory task under two auditory and two visual distraction conditions, as well as under a nondistraction condition.

Accession Number: ED064705

Personal Author: Mathews, Virginia H., Ed.

Title: Parents and Beginning Readers

Institution Name: National Reading Center Foundation, Washington, D.C.

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C.

This series of 12 articles for parents on how to help pre-schoolers and beginning readers at home was written for the National Reading Center by specialists in reading and early childhood education.

Accession Number: ED067145

Personal Author: Watson, Jeanette; Lanham, Fritz

Title: Early Childhood Development in Texas. Special Report

Institution Name: Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Programs and activities for young children in Texas are reported, based on data collected from the state agencies who administer these programs.

Accession Number: ED069365

Personal Author: Ward, Evangeline H.

Title: The Young Black Child: His Early Education and Development

Institution Name: National Urban League, Inc., New York, New York

The early education and development of the black child must involve his sense of who he is as a basic component of any services designed for him.

Accession Number: EJ010443

Personal Author: Chittenden, Edward A.

Title: What is Learned and What is Taught

Describes Research on Piaget's theories on the importance of exploration, use of concrete objects, and self-directed learning for children. Relates the concepts of construction and instruction to educational models and teaching roles. (DR)

Accession Number: EJ015583

Personal Author: Mialaret, G.

Title: The Role of Parents in Early Childhood Education

Parents constantly influence--positively or negatively--the formation of their child's psyche. Throughout all their life they carry--embedded in their unconscious or subconscious--traces of parental influence. (CK)

Accession Number: EJ017851

Personal Author: Lavatelli, Celia Stendler

Title: Contrasting Views of Early Childhood Education

Compares academically-oriented, Montessori, British infant schools and child development or traditional nursery schools. Suggests that a combination of structured learning activities and free play periods is desirable. (NH)

Accession Number: EJ022138

Personal Author: Zigler, Edward

Title: The Environmental Mystique: Training the Intellect Versus Development of the Child

Analyzes selected research on emotional and motivational development. Cites some excesses associated with popular stress on cognitive growth; discusses some not-so-easily measurable areas of affective behavior. This paper is a modified version of a paper presented to the American Education Research Association, 1969. (DR)

Accession Number: EJ043965

Personal Author: Elkind, David

Title: Early Childhood Education: A Piagetian Perspective

Discusses aspects of the thinking and language of young children that have been described by Jean Piaget and their implications for the education of young children. (Author)

Accession Number: EJ043969

Personal Author: Klein, M. Frances; Novotney, Jerrold

Title: American Nursery Schools--Help, Hindrance, or Enigma?

Reports the findings of a study of 201 nursery schools in nine U.S. metropolitan areas. (Author)

Accession Number: EJ043970

Personal Author: Harned, Barbara J.

Title: The Federal Government and Preschool Education

The history of federal sponsorship of preschool educational programs. (Author)

Accession Number: EJ043972

Personal Author: Egbert, Robert L.

Title: Follow Through

Describes an experimental early elementary education program.

Accession Number: EJ043973

Personal Author: Branche, Christine F.

Title: Children Fit No Model: Program Considerations For Early Childhood Education In Urban Areas

Describes the development of an early childhood education program in a southern county. (Author)

Accession Number: EJ054318

Personal Author: Akers, [illegible].

Title: Early Childhood Education: Prologue: The Why of Early Childhood Education

Author reviews gains made in the last decade in knowledge of the nature of child development and learning, and cautions against a lessening of commitment. (MB)

Accession Number: EJ054319

Personal Author: Sigel, Irving E.

Title: Early Childhood Education: Developmental Theory and Preschool Education: Issues, Problems and Implications

Discusses the issues relevant to the relationship between theory and practice. (Author/MB)

Accession Number: EJ069447

Personal Author: Rossman, Michael

Title: Of Spider Webs and Snails--a Father's Tale

Teaching a young child to respect life through exploration of the environment. (SP)

Accession Number: EJ071117

Title: Distar Language I and II. Evaluations of Kits for Early Learning

Publication Date: December, 1972

The concepts taught in the Language I program are those necessary for logical thought and for the child to understand what he is taught in school. Language II focuses on teaching children to analyze language and to use it to describe qualities and relationships observed in the world. (Author)

Accession Number: EJ071122

Personal Author: Bruner, Jerome S.

Title: Organization of Early Skilled Action

Article is concerned principally with the early acquisition of skills relating to the manipulation of things, though perforce the role of certain social skills is treated in the interest of explicating that topic. (Author/CB)

Accession Number: EJ075458

Personal Author: Caldwell, Bettye M.

Title: Can Young Children Have a Quality Life in Day Care?

In the few programs in which systematic evaluations have been conducted, quality day care has been found to be associated with intellectual gains, with the acquisition of adaptive social skills, and with healthy physical and emotional development. (Author)

Accession Number: EJ080522

Personal Author: Neal, Tom

Title: Early Childhood Development: Organizing the States for Children's Services

Eighteen states have taken positive action to improve their planning processes through better coordination of child development programs. (Author/JN)

Accession Number: EJ086634

Personal Author: Moore, Raymond S.; Moore, Dennis R.

Title: How Early Should They Go to School?

Research cited supports the conclusion that early childhood education should not be taken out of the home and placed in schools and day care centers. The risks of speeding up children's learning, the value of mothering and the contradictions between research and practical application are examined. (ST)

Accession Number: EJ094029

Personal Author: Sanders, Lola; Creaghan, Sidney

Title: Parents and Children Evaluated Our Program

Authors secured the help of parents in working out new approaches to their educational aims.

Accession Number: EJ094648

Personal Author: Anastasiow, Nicholas

Title: Updating Intellectual Growth in Children and "Bioplasmic Forces"

Discusses Piaget's Theory of Child Development. (JF)

Accession Number: EJ095046

Personal Author: Gross, Dorothy W.

Title: Policies That Support the Total Development of Children--and of Teachers

Discusses the characteristics of an educational environment which facilitates growth and development for teachers as well as children. Choice, flexibility, leadership, identification, freely flowing information, and respect for one's work are necessary elements of this kind of environment.

DIAGNOSTIC TEACHING AND EARLY CHILDHOOD

Accession Number: ED073600

Title: Multi-County Diagnostic-Instructional Program For Young Deaf Children (Serving Lee, Collier, Hendry and Charlotte Counties.)

Institution Name: Lee County Board of Public Instruction, Fort Myers, Fla.

Described is a 1 year program designed to provide a sequential diagnostic-instructional program for 16 young deaf and hearing impaired children in four Florida counties. Objectives of the program are said to have included the development of language and communication skills and services for Inservice education and evaluation.

Accession Number: ED079920

Personal Author: Smith, Linda I.; and others

Title: Behavioral Prescription Guide. Manual IIC: Social. Parent/Child Home Stimulation "The Marshalltown Project."

Institution Name: Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education

Presented is the Marshalltown Behavioral Prescription Guide for Social Development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit. A prescription is left with the parents.

Accession Number: ED091061

Title: Pre-Kindergarten Prescriptive Teaching Program For Disadvantaged Children. Pre-School Program 1972-73: End of the Year Evaluation.

Institution Name: Fargo Public Schools, N. Dakota

The basic goal of this program was to provide individually-tailored instruction for more than 70 4-year-old children identified as having potential learning handicaps.

EARLY CHILDHOOD AND EDUCATIONAL NEEDS

Accession Number: ED071744

Personal Author: Randazzo, Joseph D.

Title: A Case for Early Learning: An Invitational Environment for Children, Ages 3-6

Points up the need for different and responsive learning environments. In the development of alternatives to current conditions in the schools today, the following are investigated: (1) some sources of our American tradition for the education of the young; (2) the most current investigations into the development of the intellect; and (3) what we are learning about how children really learn.

Accession Number: ED085087

Personal Author: White, Burton L.

Title: Making Sense Out of Our Education Priorities

Institution Name: Harvard Univ., Cambridge, Mass. Lab. of Human Development

This paper examines the need to recognize the importance of the role of the family as educator during a child's first three years in order to prevent educational underachievement. Projects Head Start and Follow Through, and the Parent/Child Center Project are discussed.

Accession Number: EJ060309

Personal Author: Caldwell, Bettye M.

Title: Consolidating Our Gains In Early Childhood

Author reviews the past decade in early childhood education and proposes strategies for the future. (MB)

Accession Number: ED025559

Personal Author: Robinson, Halbert B.

Title: A Summary of the Problem of Timing in Preschool Education. ERIC-IRDC Bulletin (Supplement). Volume III, Number 2A.

This summary and literature review notes the problems concerned with the long-range goals of early childhood education, the stability of early learning, and the problems of timing the educational interventions. (NH)

Accession Number: ED027081

Personal Author: Senn, Milton J.E.

Title: The Spirit of the Times In Childhood Education. The First Evangeline Burgess Memorial Lecture.

A discussion of the dichotomy between those who favor educational practices based on concepts of the child in terms of his whole emotional-cognitive development and those who favor a narrower approach aimed specifically at developing certain skills measurable by intelligence tests. Includes debates on the merit of Piaget's ideas on the relationship of early experience and cognitive development.

Accession Number: ED028824

Personal Author: Tumin, Melvin

Title: Early Education: The Creation of Capacity

Every human being is always open to some degree; for example, open for learning, experience, change, improvement, or further degradation by his own standards or those of others. Every experience alters an individual's learning capacity.

Accession Number: ED033753

Personal Author: Hughes, Marie M.; and others

Title: The Tucson Early Education Model

Institution Name: National Lab. on Early Childhood Education

The objectives of this model program are (1) to develop language competence, (2) to acquire skills necessary in the process of learning, (3) to acquire attitudes and behavioral characteristics related to productive social involvement, and (4) to learn arts and skills associated with social interaction, transmission of information, and scientific advance. Participants are Mexican-American children, grades 1 to 3. The program recognizes the individualism of each child. Program assistants are trained to serve as technical consultants to classroom teachers several hours each week.

Accession Number: ED034573

Personal Author: Zigler, Edward

Title: Training the Intellect Versus Development of the Child

The author asserts that childhood education theory is going through one of its periodic over-reactions to raw finds. If the general aspects of a child's development are attended to and appropriate conditions established, the child will learn because learning is an inherent feature of being a human being. The child's history of deprivation or failure, his motivation for attention and affection, his feelings towards adults and his self-concept are as important determinants of how he functions as is his formal cognition. (MS)

Accession Number: ED036328

Personal Author: Hymes, James L., Jr.

Title: Early Childhood Education: An Introduction to the Profession

This monograph discusses the background and current state of early childhood education. The goals and methods of Project Head Start are emphasized. The development of Follow Through and the present status of Title I programs, kindergartens, day care centers, and nursery schools are briefly considered. The booklet discusses 10 problems facing the field of early childhood education, including types of programs, class size and staffing. (DR)

Accession Number: ED049812

Personal Author: Hodges, Walter L.

Title: A Teaching Learning Schema for Teacher Training and Curriculum Development In Early Education

The process oriented interactive learning system postulated in this paper starts with the generation of a set of process objectives for children which are based on the principles of development--intellectual and social--and related to the substance of the basic goals which society holds for education: reading, language, number, independence, and cooperation.

Accession Number: ED053807

Personal Author: Rohwer, William D., Jr.; Grotbert, Edith H., Ed.

Title: Designs and Proposal for Early Childhood Research: A New Look: On Attaining the Goals of Early Childhood Education. (One in a series of six papers).

A detailed analysis of the objectives of education and the practices of schooling leads to the suggestion that neither are being achieved. Proposed is a revised statement of the goal of education. The author suggests the following to realize this goal: to promote the student's acquisition of: (1) a repertory of skills for accurately locating and efficiently learning new information and new skills; (2) a repertory of skills for solving problems; and (3) motivational systems that will incline him to engage in learning and problem solving on a continuing basis.

Accession Number: ED057266

Title: Longitudinal Evaluation of Selected Features of the National Follow Through Program

Institution Name: Stanford Research Inst., Menlo Park, California

An evaluation is made of the efficacy of various approaches to early childhood education when tested in the natural laboratories of operating schools, and the Follow Through program's impact on achieving social changes and ameliorating effects of poverty through education.

Accession Number: ED073820

Personal Author: Katz, Lilian G.

Title: Four Questions on Early Childhood Education

Three hypotheses concerning the problems of disadvantaged children developed during the 1960's: (1) they are deprived; (2) they are deficient in certain skills and knowledge; and (3) they are not so much deprived or deficient as they are different, with strengths that should be respected and maximized.

Accession Number: ED080192

Personal Author: Kamii, Constance; Devries, Rheta

Title: Piaget-Based Curriculum for Early Childhood Education: The Kamii-Devries Approach.

An outline for Piaget-based early childhood education curricula is presented. Long term objectives of the curriculum are the facilitation of moral and social growth, and intellectual development leading to formal operational functioning. Education is seen as a process that encourages creative and critical thinking. Short-term objectives are listed in categories of socio-emotional and cognitive development.

Accession Number: ED082830

Personal Author: Lickona, Thomas

Title: The Psychology of Choice

A basic quality of the open classroom is that children are encouraged to make choices. Psychological rationales for allowing children to make choices are taken from psychological theory.

Accession Number: ED088574

Personal Author: Katz, Lilian G.

Title: Early Childhood Re-Visited

This booklet presents a discussion of some moral and philosophical aspects of issues in early childhood education, beginning with a look at the development of Project Head Start. Current educational research is interpreted and distinctions are made. Some principles are suggested.

Accession Number: ED089501

Title: Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume II, No. 3, July 1972.

Institution Name: Paterson Board of Education, N.J.

Accession Number: ED091076

Personal Author: Butler, Annie L.

Title: Balancing Basics--What is Basic In Early Childhood and Elementary Education?

Outlined and discussed in this speech are five points based on the assumption that major changes occurring in our society must be accompanied by equally significant changes in the education provided for the children growing up in this society.

Accession Number: EJ015060

Personal Author: Flurry, Ruth

Title: How Else?

A report on the principles and practices of the British primary schools. (DR)

Accession Number: EJ064558

Personal Author: Pierce, Chester M.

Title: Becoming Planetary Citizens: A Quest For Meaning

Adaptation from the keynote address to the Association for Childhood Education International Annual Study Conference held at Denver, Colorado in April, 1972. (CB)

Accession Number: EJ084981

Personal Author: Flurry, Ruth C.

Title: Open Education: How to Get There If You Want to Go

Cautions against rush to import British informal-style classrooms asserting that open education can't be brought about by mandate, questionable motivations, or by a quick, band-aid approach. More long-range planning and better evaluation methods are urged. (ST)

Accession Number: EJ086635

Personal Author: Butler, Annie L.

Title: Early Childhood Education: A Perspective on Basics

A look at some of the basic qualities of good early childhood programs, and some of the problems that still need to be solved. (ST)

Accession Number: EJ089972

Personal Author: Shoemaker, Francis

Title: Balancing Basics: Our Transactions With Children, Their Transactions With Tomorrow

Discusses the need for improving the quality of relationships between people, and for concentrating on "more human values": observation, memory, curiosity, imagination, sympathy. Examples of teachers aiding children to communicate are compared. (ST)

Accession Number: EJ089973

Personal Author: Perrone, Vito

Title: The World's Children: Valuing Diversity

A plea for educators to value the individual differences of children and to treat them with dignity. Traditional educational methods and objectives are examined. (ST)

Accession Number: EJ094969

Personal Author: Madera, Kathryn

Title: A Visit to Eynsham County Primary School (Part II)

An evaluation of the Eynsham County Primary School, uses the seven criteria suggested by the Spodek Early Childhood Education Analysis framework: assumptions, goals, curriculum, method, style, organization and effectiveness. (CS)

Accession Number: EJ094974

Personal Author: O'Brien, Thomas C.

Title: New Goals for Mathematics Education

Relational thinking is suggested as a major goal of elementary mathematics education and some problems purporting to induce relational thinking are suggested. (CS)

EARLY CHILDHOOD AND INDIVIDUALIZED INSTRUCTION

Accession Number: ED045198

Personal Author: Dunlap, James M.; Coffman, Alice O.

Title: The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten Children.

This study tests two hypotheses: (1) prekindergarten children who are provided with a personalized program based on individual assessment of their developmental skills will increase their intellectual abilities and will learn at a higher level than children without this program, and (2) these same children will retain their acquired superiority through the first and second primary years.

Accession Number: ED-68160

Personal Author: Fennell, R.C.

Title: Early Childhood Education (K-3) Program of Williamsburg County Public Schools

Institution Name: Williamsburg County Public Schools, Kingstree, S.C. Div. of Early Childhood Education

An early education program undertaken by Williamsburg County Schools for children from kindergarten through grade 3 to counteract continuing problems of failure and low achievement throughout the school system is described. The program provides an environment that will enable every child to become an independent learner. To accomplish these objectives, team teachers will use sequential skills development in open classrooms containing skills centers.

Accession Number: EJ015060

Personal Author: Flurry, Ruth

Title: How Else?

A Report on the principles and practices of the British primary schools. (DR)

Accession Number: EJ057705

Personal Author: Kreamer, Ralph

Title: Schools Open Up

Article reviews the notion that each child is an individual and can be best educated if treated as an individual so they may progress at their own individual speeds.

Accession Number: EJ084976

Personal Author: Katz, Lilian G.

Title: The Child: Consumer or Consumed?

Journal Citation: Childhood Education; 49; 8; 394-397

Discussed disadvantages of efficiency approach to education. Distinguishes between the concepts of consuming and generating ideas, between a child's behavior and his experiences and between temporary excitement and sustained interest in regard to learning.

Accession Number: EJ084977

Personal Author: Jenkins, Gladys Gardner

Title: I'm Not a Thing

Journal Citation: Childhood Education; 49; 8; 398-402

A plea for adults to respect children's growth patterns and to realize that a child's feelings about himself will determine, in large part, his ability to cope with his world. (Author/ST)

Accession Number: EJ087740

Personal Author: Chase, Francis S.

Title: Educational Research and Development in the Sixties II: Contributions to Education

The second excerpt of a document originally prepared as a background paper for the Select Subcommittee on Education, United States House of Representatives in April 1971 (See EA 502 929). In this article, the author describes his views of what constitutes some of the "solid" achievements of educational research and development.

Accession Number: ED022826

Personal Author: Hudson, Catherine R.

Title: The Child Development Center: A Program to Provide Children "A Head Start" In Life and Implications for Primary Education

A child development center (CDC) is said to rest on five basic tenets--(1) a team approach, (2) individual and small group methods, (3) emphasis on a total developmental setting, (4) the great significance of the early years of childhood, and (5) the concept of continuity in experience and development.

Accession Number: ED034909

Title: Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs

Institution Name: Council for Exceptional Children, Arlington, Virginia

Thirteen papers on early childhood education are presented on the following topics: Stimulation and Cognitive Development of Infants and Younger Children, Curriculum Development for Young Handicapped Children, A Rationale for Sequencing Instructional Activities for Preschool Handicapped Children, Observation of Educational Activities and Children's Behavior In a Nursery School, Materials and Procedures for Assessing Cognitive Development in Preschool Children.

Accession Number: ED080188

Personal Author: Yardley, Alice

Title: Reaching Out. Young Children Learning Series

This book is one of a series of four in which issues affecting the organization and work of the British infant school are considered.

Accession Number: ED080201

Personal Author: Morris, Earl W., Ed.

Title: Early Childhood Education In Illinois: Focus On Kindergarten

This guide is for teachers and administrators involved in the preparation and implementation of kindergarten programs. Part I, in a series of captioned photographs, reviews basic qualities and needs of young children. Part II examines historical events important in the development of early childhood education, and describes several educational approaches to kindergarten, including traditional, Montessori, Head Start, Bereiter-Engelmann, and motor-sensory. Development of an eclectic approach is recommended to serve the needs of young children. Part III discusses the major goals of the eclectic approach, which are: (1) development of a healthy self-concept, (2) expansion of the natural learning drives of children, (3) the fostering of positive feelings and attitudes about learning. Specific areas of curriculum are considered.

Accession Number: EJ048534

Personal Author: Davis, Arnold

Title: Video-Tapes in Early Childhood Education

An exploratory study conducted at Lenoir Rhyne College, North Carolina, to determine the usefulness of video-tape recorders in working with kindergarten and pre-school children.

EARLY CHILDHOOD AND BOARD OF EDUCATION POLICY

Accession Number: ED073840

Personal Author: Riles, Wilson

Title: Policies for Early Childhood Education

Institution Name: California State Office of the Superintendent of Public Instruction, Sacramento

California State Board of Education policies authorizing implementation of early childhood legislation for K-3 programs are given. Legislative authority is quoted for each of the policies, which cover: (1) development of the early childhood education master plan--District Level Planning, and (2) master plan components--Assessment of Educational Needs, a program of restructuring kindergarten through third grade.

EARLY CHILDHOOD AND PROGRAM EVALUATION

Accession Number: ED051955

Title: Region One Bilingual Education Project. 1970-1971 Final Evaluation Report.

Accession Number: ED060958

Title: North Carolina State Supported Early Childhood Demonstration Centers. Second Annual Evaluation: 1970-71

Institution Name: Learning Institution of North Carolina, Durham

Accession Number: ED032922

Personal Author: Gray, Susan W.; and others

Title: Research, Change, and Social Responsibility: An Illustrative Model from Early Education

Seeks to improve the educability of young deprived children through a tight interaction of research, training, and demonstration. Includes mother training, curriculum for the child, and home visits.

Accession Number: ED032927

Title: Evaluation of Selected Components of: A Supplementary Center for Early Childhood Education. Title III

Nongraded organizational structure would allow for an orderly and meaningful transition from preschooler type play activities to the more formalized learning of the primary age child.

Accession Number: ED035993

Title: Research and Development Center in Educational Stimulation. Quarterly Report.

"Models for early educational stimulation designed to capitalize to an optimum degree on the child's early learning potential."

Accession Number: ED041626

Title: Evaluation Report: Early Childhood Education Program, 1969 Field Test

Paraprofessional TV lessons and home visitations had a positive effect on children's cognitive development.

Accession Number: ED042517
Title: A Sequential Approach to Early Child. and Elem. Ed.
Personal Author: Van De Riet, Vernon

This is the report of a project to: (1) implement a three-year and a four-year sequential curriculum based upon developmental concepts, (2) change the traditional roles of the teacher and the student, (3) accommodate individual differences in children's levels and learning rates, (4) involve parents in the education and cognitive development of their children, (5) use teacher assistants to free teachers for small group activity.

Accession Number: ED042810
Title: Follow-Up Study of Pupils With Differing Preschool Experiences
Personal Author: Turner, Robert V.

A follow-up study of the early childhood education project (ECEP) was conducted in Richmond, Virginia to determine the effects of preschool experiences on selected aspects of pupil performance at the beginning and completion of grade 1.

Accession Number: ED046509
Title: A Comparison of Contrasting Programs in Early Child. Ed.
Personal Author: Williams, Charles Ray

This study compares the performance of pupils in the individualized early childhood program at the University of California at Los Angeles Elementary School with that of kindergarten pupils in the more conventional program of the Los Angeles city schools.

Accession Number: ED049308

Personal Author: Grimmet, Sadie A.

Title: Situational Tests for Evaluation of Intervention Programs: A Position

Evaluation problems evolving from certain objectives of intervention programs and from the characteristics of the target population are investigated. The advantages of situational tests are noted and it is suggested that tests of this type are necessary for more adequate representation of the effects of intervention, given the characteristics of the target population. (LR)

Accession Number: ED051259

Personal Author: Victor, Jack; Coller, Alan R.

Title: Preliminary Report on the Use of Several Early Childhood Inventories for the Evaluation of Educational Programs

The Early Childhood Inventories Project (ECIP) was initiated to originate aptitude/achievement type inventories which could assess very specific behaviors of young children, particularly disadvantaged children. Preliminary analysis of the pretest data appeared to indicate that such enrichment programs produce significant positive effects in the educational development of young inner-city, low socio-economic status Negro children from New York City.

Accession Number: ED051877

Personal Author: Lay, Margaret; Dopyera, John

Title: Analysis of Early Childhood Programs: A Search for Comparative Dimensions

To help educators obtain more specific comparative data on preschool programs, this paper develops some common constructs for the objective assessment of any program. The consideration of dimensions would facilitate the combination of various aspects of several programs to produce programs more closely tailored to a child's assessed personological characteristics or stage of development.

Accession Number: ED053812

Title: Demonstration and Training Project for Migrant Children, McCallen, Texas. Early Childhood Learning System. Final Evaluation Report, 1970-71.

This is a report of the final year of a 3-year project to develop a sequential early childhood education program to meet the unique needs of 3-, 4-, and 5-year-old migrant Mexican American children.

Accession Number: ED060150

Personal Author: Schweitzer, Paul; and others

Title: Evaluation of Decentralized ESEA Title I Programs, District 23, New York City Board of Education, 1970-71 School Year

At the beginning of the 1970-71 school year, eight ESEA Title I programs were implemented in community district 23. The eight projects that were basic to the Title I program in district 23 included a pre-kindergarten program, the basic aims of which were the development of language, perceptual, and cognitive skills in young children. A second project, a special primary program, sought to raise the academic level of participating pupils, particularly those in grades K-3. A strengthening early childhood education program was organized to foster reading readiness, listening and speaking skills, and growth in vocabulary and comprehension. To accomplish the goals of these and other projects in the district, a paraprofessional resource program was instituted to train paraprofessionals and to promote the effectiveness of their work in the classroom.

Accession Number: ED060956

Personal Author: Nieman, Ronald H.

Title: Early Childhood Education Project Evaluation, 1969-70. ESEA Title I.

The primary focus was on communication skill development and parental involvement.

Accession Number: ED062010

Personal Author: Rhine, W. Ray

Title: Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs

Emphasizes that the evaluation of education programs must include a look at the person in a social as well as academic context.

Accession Number: ED065170

Title: North Carolina State Supported Early Childhood Demonstration Centers' First Annual Evaluation 1969-70.

Institution Name: Learning Institution of North Carolina, Durham

The results of an evaluative study made of the 1969-70 North Carolina Statewide Kindergarten Program for five-year-olds are presented. The subjects of the study were 317 children in eight early childhood demonstration centers (experimental group) and 52 children who did not attend kindergarten (control group).

Accession Number: ED066222

Personal Author: Lane, Elizabeth M., Ed.

Title: Early Childhood Education Program, ESEA Title I, FY 1971. Project Reports, Volume 6, Book 1, 1971.

Institution Name: Dayton Public Schools, Ohio

This report includes the extent of the services provided an analysis of the needs of the children by preschool teachers, objectives, the team approach used by the staff including staff make-up and their responsibilities, use of curriculum consultants to guide teachers, use of a special services staff to work with children and teachers, and a health program of prevention and remediation conducted by an ECE nurse, the ECE parent programs and a general evaluation.

Accession Number: ED066224

Personal Author: Miller, James O.

Title: National Program on Early Childhood Education. Early Childhood Education Program and Research Support Literature--A State of the Art Review. Final Report

Institution Name: Central Midwestern Regional Educational Lab., St. Ann, Mo.

A review of early childhood programs of the sixties is presented. This review is divided into the following: converging forces and orthodoxies; educational programming; review criteria and procedures; program review structural outline; instructional systems; delivery systems; evaluation systems; and support systems.

Accession Number: ED071755

Personal Author: Stallings, Jane

Title: What Happens in the Follow Through Program? Implications for Child Growth and Development

The SRI Classroom Observation Instrument (COI) was used in evaluating the instructional models being tested by nine Follow Through (FT) sponsors in spring 1971. The SRI COI has three major parts: a section for describing the physical environment, a classroom checklist, and a five-minute observation form. The principal question which the evaluation sought to answer was: Are there "planned variations," and, if so, which are effective for enhancing the social, emotional, and cognitive growth of children.

Accession Number: ED072128

Personal Author: Hofmann, Louis J.; and others

Title: An Evaluation of the ESEA Title I Programs, Community School District I, New York City Board of Education. Final Report

Institution Name: Teaching and Learning Research Corp., New York, New York

This evaluation deals with the strengthening early childhood program in district 1 of Manhattan, funded under Title I of the 1965 Elementary Secondary Education Act. The program provides the kindergartens, first, and second grades of the 13 participant schools with teaching and educational assistant positions and with a small amount of materials. The primary objective of the program is to reduce the adult-pupil ratio to better meet the needs of each child.

Accession Number: ED073823

Personal Author: Brandt, Richard M.

Title: An Observational Investigation of Instruction and Behavior In An Informal British Infant School. (Full Report).

The nature of on-going instructional processes and pupil experiences were studied in two classes of a British infant school. Using prose (personal record of school experience) as the primary observation instrument, 24 children, aged five through seven years, equally divided as to sex, were observed during seven days. Results of the study are provided as to: general organizational patterns; teacher behavior and expectancies; teacher questioning; instructional teaching and contacts; peer contacts; task involvement and the nature of tasks; manifest affect of pupils; and pupil behavior differences.

Accession Number: ED074130

Personal Author: Hammond, Peirce; Quinn, Harry

Title: An Evaluation of the Comprehensive Early Childhood Education Network

The Comprehensive Early Childhood Education Network is designed to encourage increased community support and influence in schools by providing information about existing early childhood programs to community members and school staffs. Information dissemination, observation of ongoing programs, and project monitoring are planned and supervised by individual district advisory councils.

Accession Number: ED080620

Title: Three Year Evaluation Report for the Jordan Educational Complex Program

Institution Name: EPIC Diversified Systems Corp., Tucson, Arizona

The goals of this program were to: develop programs in early childhood education; develop programs to expand the individualization of instruction; develop programs to increase the effectiveness of teachers through staff development; increase school-community participation in educational decision-making; provide racially and socially shared learning experiences; and develop programs to facilitate transition to the world of work.

Accession Number: ED080641

Title: Model Early Childhood Learning Program, Baltimore, Maryland. Model Programs, Title III--Elementary and Secondary Education Act

Institution Name: National Center for Educational Communication (DHEW/NIE), Washington, D.C.

The purpose of the Model Early Childhood Learning Program of Baltimore, Md., city schools is to provide experiences for disadvantaged children which will constitute the prerequisite developmental history needed to undertake first grade concepts and skills. The project's stated objectives are: (1) to improve the measured aptitude or readiness for reading and other academic achievement of children from disadvantaged homes; (2) to provide these children with the means of attaining skills necessary to achieve success in the competitive and social worlds; (3) to improve their self-concepts; and, (4) to improve the attitudes toward self and their parents.

Accession Number: ED083285

Personal Author: Messick, Samuel

Title: The Context of Assessment and the Assessment of Context

To measure any element or characteristics of an early childhood education system, the general context of interdependencies must be assessed in order to take into account possible interactions of the characteristics measured with characteristics of the student, teacher, situation, and background. A comprehensive program of individual assessment is presented.

Accession Number: ED087845

Title: Evaluation of Title I Decentralized Umbrella and Title I Optional Assignment Programs for Disadvantaged Pupils. District 24, New York City

During the 1972-73 school year, community school district 24 in New York City supplemented its regular school program with special educational services, funded under Title I of the 1965 Elementary Secondary Education Act. A primary objective of the pre-kindergarten program was to develop children's understanding of basic concepts through a systematic program of guided pre-kindergarten experiences. A primary objective of the strengthened early childhood program was to develop an understanding of the basic concepts of quantity, space and time needed for success in the primary grades. The bilingual community liaison program attempted to develop positive relationships among community members, parents, and school personnel. A primary objective of the corrective reading program was to provide corrective reading diagnostic and prescriptive services for each participant.

Accession Number: ED088559

Title: An Experimental Approach to Developing Model Programs for Early Childhood Education. Final Report

Institution Name: Kern County Superintendent of Schools, Bakersfield, California

To demonstrate that individualized prescriptive instruction would improve facility in oral language a preprimary class for children three to five years of age was established in Bakersfield, California; and a primary class for children six through eight years of age was established in nearby Shafter. The "innovative" method employed was that of individually prescribed instruction in oral language.

Accession Number: ED088591

Personal Author: Greene, Mark; and others

Title: Helping Eliminate Early Learning Disabilities. Final Evaluation Report

This document summarizes the second year accomplishments of Central Point School District number 6's Title III project: helping eliminate early learning disabilities. The project has been organized into three major components: instructional, development, and management. Each component has product and process objectives. Evaluation efforts centered on individual project objectives, which concern (1) identification of children with deficient reading readiness, language development, and perceptual motor skills, (2) development of a course of instruction for these children, (3) development of training programs for aides and instructors in this program, and (4) development of a monitoring and evaluation scheme to ensure adherence to the first three objectives.

Accession Number: ED089502

Title: Dale Avenue School Early Childhood Education Center Project. Research Bulletin Volume II, No. 4 Annual Report 1971-72

Institution Name: Paterson Board of Education, N.J.

An urban early childhood education program in Paterson, New Jersey, which served pre-kindergarten through third grade culturally disadvantaged children with an education intervention program. Includes a review of the performance objectives used in the program and a summary of the previous year's results. Reported is an investigation of program effectiveness which compared the performances of disadvantaged children with advantaged children, and children in groups using the performance objectives with groups not using the performance objectives. Explained are the testing program procedure which included feedback of test results to teachers of experimental groups, inservice teacher training, an ungraded homogeneously grouped reading program, and screening for speech and hearing problems.

Accession Number: ED089850

Title: Analysis of Head Start Parent Interviews

Institution Name: Bank Street College of Education, New York, New York

The parent interview was designed by the bank street staff in collaboration with Head Start parents and staff from the communities. The

purpose was to investigate the attitude of Head Start parents toward the program and the degree of parent participation in the three aspects of the parent program that characterize the bank street approach: (1) knowledge about the educational program and participation in it; (2) participation in decision-making about the educational program, and (3) personal development through activity and further education. Results of the analysis of the completed parent interviews indicate that parents become knowledgeable as they participate and observe in the classrooms and have an opportunity to discuss the program with the staff and other parents.

Accession Number: ED090339

Title: Elementary Basic Skills Program State Report, Elementary and Secondary Education Act, Title I. Part I--regular term 1972-73; Part II--summer term 1972.

Institution Name: Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs

The Elementary Secondary Education Act Title I Elementary Basic Skills Program operated in 72 schools during fiscal year 1973. Major program objective pertains to reading comprehension.

Accession Number: ED091048

Title: Strategies in Early Childhood Education. E.S.E.A. Title III Project

Institution Name: Cooperative Educational Service Agency 13, Waupun, Wisconsin

This report provides a description of an innovative ECE program which uses a diagnostic-prescriptive approach. The program is based on a comprehensive developmental model in which cognitive growth proceeds through motor, perceptual, integrative, and symbolic phases. It is emphasized that the basic developmental processes must be assessed so that the program can provide growth in each of these areas.

EARLY CHILDHOOD AND SELF-CONCEPT

Accession Number: ED001458

Title: San Bernardino City Unified School District Compensatory Education, Project Narrative Report 1963-1964

Institution Name: San Bernardino City Unified School District, California

San Bernardino City Unified School District's Compensatory Education Project was designed to give early attention to deficiencies of experience, vocabulary, and language patterns by providing a school environment which would compensate for meager pre-school years. Major emphasis was on the improvement of oral language facility.

Accession Number: ED001838

Personal Author: Mead, Margaret

Title: A Creative Life for Your Children

The creative spirit begins its growth with a child's attempts to understand the world about him and to express his feelings. Preservation and nurture of the creative spirit can help a child grow into a creative, constructive adult. The concepts of child development and child rearing implicit in the White House Conference on Children and Youth are applied.

Accession Number: ED001861

Title: An Early School Admission Project. Progress Report 1962-1963

Institution Name: Baltimore City Public Schools, Md.

"Project Help" represents an educational program designed to enrich the lives of 4- and 5-year-old culturally deprived children. It is a research project designed to discover ways to accelerate the achievement of children limited in their development by environmental factors beyond their control.

Accession Number: ED010640

Personal Author: Meyer, William J.

Title: A National Program in Early Education

This project was primarily concerned with developing a conceptual framework for the establishment of a national program in early childhood education.

Accession Number: ED010667

Personal Author: Findley, Warren G.; and others

Title: Teachers Education Conference, Papers for Program on the Nature and Implications of Early Educational Stimulation (19th, January 19-21, 1966).

Institution Name: Georgia University, Athens

Eighteen papers were presented at a Conference on Research and Development of Early Educational stimulation. All dealt with early and continuous intellectual stimulation of children, ages 3 through 12.

Accession Number: ED012684

Personal Author: Vilscek, Elaine

Title: Programs for the Pre-School Child

Institution Name: Pittsburgh Univ. Pa. School of Education

Three aspects of programs and procedures for the pre-school child are discussed--growth in communicating, operational pre-school programs, and some specific experiences teachers can provide.

Accession Number: ED015893

Personal Author: Coleman, James S.

Title: Equality of Educational Opportunity, Reconsidered

This study poses the question of how to measure the degree of inequality of educational opportunity for subgroups in society.

Accession Number: ED016697

Personal Author: Denemark, George W.; Metzow, Marion

Title: Trends in Early Childhood and Elementary School Programs Associated with the Current Emphasis Upon the Disadvantaged Child. A Study of the Concentration of Educational Media Resources.... Part I--Education of the Culturally Disadvantaged.

Institution Name: Educational Media Council, Inc., Washington, D.C.

Trends in early childhood and elementary school curriculum, school organization, teaching methods and materials, staff utilization, and school-community relationships reflect the nation's growing concern for education and, particularly, for the education of disadvantaged learners.

Accession Number: ED002908

Personal Author: Byrne, Margaret C.

Title: Development and Evaluation of a Speech Improvement Program for Kindergarten and First Grade Children

A specific approach to speech learning and development was designed and tested using 56 experimental and control group classes of very young children in kindergarten and the first grade. Auditory discrimination, articulation, and reading and spelling skills were emphasized.

Accession Number: ED014414

Personal Author: Durkin, Dolores

Title: The Achievement of Pre-School Readers--Two Longitudinal Studies

Institution Name: International Reading Association, Newark, Delaware

Two longitudinal studies of the effects of early reading on later achievement are reported.

Accession Number: ED017337

Personal Author: Radin, Norma

Title: The Role of Socialization and Social Influence In a Compensatory Preschool Program

Institution Name: Ypsilanti Public Schools, Michigan

Compensatory preschool programs, represented in this study by the early education program of Ypsilanti, Michigan, are thought to be most effective if both the mother and the child are involved.

Accession Number: ED017339

Personal Author: Gordon, Ira J.

Title: A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged. Final Report

An intervention pilot program was developed to provide disadvantaged infants with stimulating experiences to help them achieve higher levels of intellectual development than might normally be expected in children from deprived homes.

Accession Number: ED018356

Personal Author: Walcutt, Charles C.; and others

Title: A Position Paper on the Teaching of Reading in Grades K-1-2-3.

Institution Name: Kirksville Schools, Md

An outline to be used as the basis for reading instruction in the primary grades in Kirksville, Missouri, is presented.

Accession Number: ED018515

Personal Author: MacDougall, Mary Ann

Title: Community Action Programs Report

Institution Name: Richmond Public Schools, Virginia

Special programs in remedial reading, early childhood education, summer school instruction, and school-community coordination are evaluated.

Accession Number: ED019112

Personal Author: Carter, Barbara

Title: A Report of the Southern Regional Conference on Early Childhood Education

Institution Name: Georgia University, Athens, College of Education
Georgia University, Athens, Institution of Higher Education

One hundred educators from 13 southern states met for a 3-day conference in which possible directions for early childhood education were explored with specific emphasis on state-funded preschool education for the disadvantaged child.

Accession Number: ED020095

Personal Author: Ylisto, Ingrid P.

Title: An Empirical Investigation of Early Reading Responses of Young Children

To test the assumption that the reading process is a natural emergence of language development, a hypothetical structure was devised to recapitulate the process that it is assumed the child goes through.

Accession Number: ED020777

Title: Prevention of Failure

Institution Name: National Education Association, Washington, D.C.

The importance of the prevention of failure in school is the main theme of this pamphlet.

Accession Number: ED021631

Personal Author: Frazier, Alexander, Ed.; and others

Title: Early Childhood Education Today

This booklet delineates many elements for organizing and developing educational programs for preschool and kindergarten children.

Accession Number: ED021653

Personal Author: Alden, Vernon; and others

Title: The Appalachian Regional Commission Education Advisory Committee. Interim Report

The primary purpose of the Education Advisory Committee is to indicate priorities for the allocation of resources by the Appalachian Regional Commission and states of the region.

Accession Number: ED022546

Title: Early Childhood Selected Bibliographies Series. Number 3, Education

Institution Name: ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C.

This is the third in a series of six annotated bibliographies.

Accession Number: ED023488

Title: Early Childhood Selected Bibliographies Series. Number 4, Cognition

Institution Name: ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois; National Laboratory on Early Childhood Education

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C.

This document is the fourth in a series of six annotated bibliographies relevant to early childhood education. Its general subject is cognition, and it includes seven subdivisions.

Accession Number: ED025558

Personal Author: Fowler, William

Title: The Design of Early Developmental Learning Programs for Disadvantaged Young Children. ERIC-IRCD Bulletin (Supplement), Volume III, Number 1A.

Proposed is a model for basic preconditions for "the design of effective programs in developmental learning." Such a program should include (1) a continuous psychocognitive diagnosis and assessment of each child; (2) a structured, coherent, sequential approach to content area; (3) a focus on symbolic manipulation and the essentials of a concept; and (4) active, physical manipulation of materials. For disadvantaged children in particular.

Accession Number: ED026136

Personal Author: Bereiter, Carl

Title: Arithmetic and Mathematics. Dimensions in Early Learning Series

This book deals with teaching mathematics to children during the years of three to nine.

Accession Number: ED027070

Personal Author: Strang, Ruth

Title: Reading. Dimensions in Early Learning Series

A volume of "The Dimensions in Early Learning Series," this monograph explores beginning reading. How to evaluate reading achievement, ways to teach reading, and what parents can do to help are subjects considered.

Accession Number: ED027089

Personal Author: Buktenica, Norman A.

Title: Visual Learning. Dimensions in Early Learning Series

A volume in the "Dimensions in Early Learning Series" this monograph proposes suggestions for parents and teachers to supplement normal classroom procedures in the area of visual learning. It urges schools to assess skills early and develop appropriate visual instruction.

Accession Number: ED027940

Title: Curriculum Guide for Early Childhood Education. Behavioral Goals--Pre-K Through One

Institution Name: Schenectady City School District, New York

Assuming the premise that "A child has gone fifty percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next thirty percent by the time he is eight," 50 Schenectady kindergarten-through-first-grade teachers and administrators formulated a chart of behavioral expectations which they considered essential to the foundation and development of the child's education.

Accession Number: ED027957

Title: Program for Early Childhood Education

Institution Name: Southwest Educational Development Corp., Austin, Texas

This handbook sets out a program for early childhood education.

Accession Number: ED027959

Personal Author: Moore, Harold E.; Stout, Irving W.

Title: A Plan of Action for Parent-Child Educational Centers

Affected school districts and the Litchfield Park Land and Development Company requested this study for a master plan for an educational and facility program covering early childhood through college for a new city of 100,000 in Arizona. The purpose of the center is to be of service to parents (1) in providing for the developmental well-being of children and (2) in achieving increasing effectiveness in their parental skills. Children (from infancy through 7 years) will be grouped on a continuous progress basis, the determining factors being the individual's developmental characteristics, needs, and stage of learning. A plan for staffing, an inservice training program, and categories of future research relating to parents, children, and staff are outlined. "A Source Report for Developing Parent-Child Educational Centers".

Accession Number: ED028041

Personal Author: Morrison, Coleman; and others

Title: A Comparison of the Reading Performance of Early and Non-Early Readers from Grade One Through Grade Three

Institution Name: City University of New York, New York. Division of Teacher Education

Among the craft project total population of 1,378 disadvantaged urban children, 58, or 4 percent, were identified at the beginning of first grade as early readers on the basis of their ability to identify words in print. All children in the study were taught to read by either the skills centered or the language experience approach.

Accession Number: ED028828

Personal Author: Foster, Florence P.

Title: Literature and the Young Child

Institution Name: New Jersey State Dept. of Education, Trenton

The values, selection, and presentation of literature for young children are described in this pamphlet. The values discussed are educational importance and self-concept and interpersonal relationship development.

Accession Number: ED031534

Personal Author: Holt, John

Title: How Children Learn

This book is devoted to describing, not explaining or theorizing about effective learning. One chapter relates numerous incidents involving very young children, to illustrate various learning styles and ways in which experimentation contributes to learning. Chapters discuss children's talk, reading, sports, and art and math. The final chapter re-emphasizes the value of discovery learning, the natural learning style of young children.

Accession Number: ED-32927

Title: Evaluation of Selected Components of: A Supplementary Center for Early Childhood Education. Title III

Institution Name: Englewood Public Schools, New Jersey; Scientific Resources, Inc., Union, New Jersey

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education

In evaluating the effectiveness of a supplementary center for early childhood education it was hypothesized that a nongraded organizational structure would allow for an orderly and meaningful transition from preschooler type play activities to the more formalized learning of the primary age child.

Accession Number: ED032944

Personal Author: Turknett, Carolyn Norris; and others

Title: The Sociology of Early Childhood Education: A Review of Literature. Technical Report No. 1

Institution Name: Georgia University, Athens. Research and Development Center in Educational Stimulation

The principal published research findings and other relevant literature in the sociology of early childhood education are reviewed and summarized in this paper.

Accession Number: ED033259

Personal Author: Theiss, Francis Case

Title: Science Education Information Report, Special Bibliography 1, Science and Mathematics for Young Children: An Annotated Bibliography; January, 1964-June, 1969

Listed are journal articles and dissertations related to science and mathematics education for young children (mostly preschool through primary grades.)

Accession Number: ED033753

Personal Author: Hughes, Marie M.; and others

Title: The Tucson Early Education Model

Institution Name: National Laboratory on Early Childhood Education

The objectives of this model program are (1) to develop language competence, (2) to acquire skills necessary in the process of learning, (3) to acquire attitudes and behavioral characteristics related to productive social involvement, and (4) to learn arts and skills associated with social interaction, transmission of information, and scientific advance.

Accession Number: ED034005

Personal Author: Jenkins, William O.; Phillips, Edna M.

Title: Special Primary Programs in Five Schools. Evaluation of ESEA Title I Projects in New York City, 1967-68

Institution Name: Center for Urban Education, New York, New York
Educational Research Committee

This kindergarten through grade 2 program, intended to prevent the development of educational deficits, proposed to utilize the main features of the more effective schools and the all day neighborhood schools programs to (1) increase the academic level, (2) involve the parents, and (3) provide liaison with other grades.

Accession Number: ED034593

Personal Author: Nelson, Violet; and others

Title: Orchestrated Instruction: A Cooking Experience

Institution Name: Arizona University, Tuscon. Arizona Center for Early Childhood Education; Tucson Public Schools, Arizona

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C. Division of Educational Labs.

The Tucson Early Education Program is working with "orchestrated instruction", a cooking experience which is an experimental attempt to pull together the various components of early education. Individual subskills such as arithmetic and language arts are learned for a larger project that the children are interested in, and skills are developed as the need arises.

Accession Number: ED038181

Title: Development of the Early Childhood Education Program. Basic Plan

Institution Name: Appalachia Educational Lab., Charleston, W. Va.

The early childhood education program described in this report is a 3-year program of preschool education to prepare 6-year-old rural children to perform tasks and acquire skills expected of the average child at the first grade level. Language, cognition, motor skills, and orienting and attending skills are emphasized. This program is proposed as an alternative to conventional kindergarten in Appalachia.

Accession Number: ED039115

Personal Author: Morrison, Coleman; and others

Title: The Reading Performance of Disadvantaged Early and Non-Early Readers from Grade One Through Grade Three

This study, part of a larger comparing reading approaches in first grade teaching (craft) project, was concerned with the subsequent reading performances of disadvantaged urban black children who were identified as having some word recognition ability at the time they entered first grade.

Accession Number: ED039953

Title: The National Laboratory on Early Childhood Education: Toward Constructive Change

Institution Name: National Lab. on Early Childhood Education, Urbana, Illinois National Coordination Center

This paper describes the goals, model, programs and organization of the National Laboratory on Early Childhood Education, which was established in 1967 as the first national research and development program focused on early childhood education.

Accession Number: ED042503

Title: Program-Project Resumes, 1969-1970

Institution Name: National Lab. on Early Childhood Education, Urbana, Illinois National Coordination Center

This collection of 120 project resumes is a survey of programs, projects, and activities in progress at the National Coordination Center and at each of the seven centers associated with the National Laboratory on Early Childhood Education.

Accession Number: ED043867

Personal Author: Cazden, Courtney B.

Title: Language in Early Childhood and Reading: A Review For 1969-70

Institution Name: Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics

This publication reviews significant research in 1969 in the field of oral language in early childhood and reading. In general the paper discusses only those areas where these three topics intersect; detailed treatment is given only to language in early childhood education and language in relation to reading.

Accession Number: ED045198

Personal Author: Dunlap, James M.; Coffman, Alice O.

Title: The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten Children. Final Report.

Institution Name: University City School District, Missouri

This study tests two hypotheses: (1) prekindergarten children who are provided with a personalized program based on individual assessment of their intellectual abilities and will learn at a higher level than children without this program, and (2) these same children will retain their acquired superiority through the first and second primary years.

Accession Number: ED045223

Personal Author: Chow, Stanley H.L.; Sikorski, Linda A.

Title: The Development of an Information Unit Reviewing Selected Well-Developed Models of Early Childhood Education Programs. Final Report

Institution Name: Far West Lab. for Educational Research and Development, Berkeley, California

The information unit on early childhood education was formed to provide practitioners in the field with a readily accessible source of information on new program developments, so that decisions about adopting programs might be based on a rational consideration of alternatives.

Accession Number: ED047017

Personal Author: Goolsby, Thomas M., Jr.

Title: Evaluation of Cognitive Development: An Observational Technique--Pre-Reading Skills

Institution Name: Georgia University, Athens. Research and Development Center in Educational Stimulation

A method of evaluation of prereading skills in preprimary school children is described. The method, employing a check list, can provide either a record of class performance, or a cognitive profile of an individual student.

Accession Number: ED041846

Personal Author: Gordon, Sandra L.; Fulton, Jean

Title: The First 10 Days; Interest Centers

Institution Name: Southwestern Cooperative Educational Lab., Albuquerque, New Mexico

Interest centers are designed to meet the needs of the other children in the class while a small group works with the teacher on the oral language program.

Accession Number: ED047775

Personal Author: Bushell, Don, Jr.

Title: The Behavior Analysis Classroom

Institution Name: Kansas University, Lawrence Department of Human Development

In a behavior analysis classroom the first step is to define instructional objectives for academic or social skills. The second step is to determine how much the child already knows about what is to be taught. An entry behavior inventory and diagnostic test helps teachers decide where each child needs to begin working in the sequence leading to academic objectives.

Accession Number: ED049308

Personal Author: Grimmett, Sadie A.

Title: Situational Tests for Evaluation of Intervention Programs: A Position

Institution Name: Arizona University, Tucson. Arizona Center for Early CHildhood Education

Evaluation problems evolving from certain objectives of intervention programs and from the characteristics of the target population are investigated. The intellectual process approach of experimental education with its emphasis on conative and motive objectives requires an evaluation technique capable of reflecting the desired behaviors.

Accession Number: ED049900

Personal Author: Jester, R. Emile

Title: Intellectual Stimulation of the Preschooler, or Reading Readiness Begins At Birth

Although the controversy surrounding beginning reading instruction has often centered on the age at which it should be begun, i.e. at the ages of 5,6, or 7, the position was taken in this study that by the time the child reaches these ages, it is too late for optimum development of reading readiness.

Accession Number: ED050822

Personal Author: Coller, Alan R.

Title: The Assessment of "Self-Concept" in Early Childhood Education

Institution Name: ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois

This paper (1) reviews the literature and examines historically some of the more important theoretical highlights that pertain to both self-as-subject and self-as-object definitions of self, (2) briefly describes and discusses the various assessment approaches designed to assess "self-concept" in young children according to a specially developed classificatory schema, (3) enumerates suggestions to aid the future evaluation of children in early childhood education programs. Extensive references are provided.

Accession Number: ED051305

Personal Author: Coller, Alan R.; Guthrie, P.D.

Title: Self-Concept Measures: An Annotated Bibliography

Institution Name: Educational Testing Service, Princeton, New Jersey

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed.

Accession Number: ED051436

Title: Early Childhood Development: Alternatives for Program Implementation in the States. A Report of the Education Commission of the States Task Force on Early Childhood Education

Institution Name: Education Commission of the States, Denver, Colorado

The purpose of this report is to provide state-level policy makers with basic data about important alternatives to be considered as a state initiates or expands its early childhood programs.

Accession Number: ED051630

Personal Author: Pickering, John M.

Title: Visual Education in the Primary School

How to develop children's awareness of tactile and visual experience is the subject of this book, intended for primary school teachers and parents of young children.

Accession Number: ED051875

Title: Conference on Reading and Early Childhood

Institution Name: Ohio State Department of Education, Columbus

Collected in this document are seven papers presented at the Ohio Conference on Reading and Early Childhood: (1) "Kids," Jerome Kagen; (2) "Parents as Partners," Christine F. Branche; (3) "When the Young Child Finds Importance in Reading," Leland B. Jacobs; (4) "Four Questions on Early Childhood Education," Lilian G. Katz; (5) "How to Teach Poor Blacks and Rich Whites to Read," S. Alan Cohen; (6) "Coordination of Regular and special Programs," Martin L. Stahl; and (7) "Dissemination," Joseph L. Davis.

Accession Number: ED051876

Personal Author: Gordon, Ira J.

Title: On Early Learning: The Modifiability of Human Potential

Institution Name: Association for Supervision and Curriculum Development, Washington, D.C.

Three major educational goals suggested for the child are: (1) that he learn to balance a concept of himself as both an individual and a group member; (2) that he become competent so that he will feel he can influence the events that affect his life; and (3) that he develop a positive sense of self-esteem.

Accession Number: ED51881

Personal Author: Lavatelli, Celia Stendler, Ed.

Title: Language Training in Early Childhood Education

Institution Name: ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois

The purpose of this book is to make readers, especially teachers, more conscious of language processes and of the components of teacher-child interactions that affect language acquisition.

Accession Number: ED060933

Title: Mathematics in Primary Schools. Third Edition

Institution Name: Schools Council, London, England

Mathematics in the primary schools is discussed. This bulletin puts forth some suggestions to assist individual teachers in reaching their own decisions about changes and developments in the curriculum.

Accession Number: ED060936

Title: Aspects of the Acquisition of English Phonology

Institution Name: Stanford University, California Committee on Linguistics

Sponsoring Agency Name: National Science Foundation, Washington, D.C.

Progress in an extensive, linguistically oriented program of research on child language development is reported.

Accession Number: ED060942

Personal Author: Holden, Marjorie H.; MacGinitie, Walter H.

Title: Metalinguistic Ability and Cognitive Performance in Children from Five to Seven

The purposes of this study were: (1) to determine whether there is a developmental sequence in the child's acquisition of certain metalinguistic abilities; and (2) to determine whether the child's acquisition of these metalinguistic abilities is related to Piagetian operations.

Accession Number: ED060956

Personal Author: Nieman, Ronald H.

Title: Early Childhood Education Project Evaluation, 1969-70. ESEA Title I.

Institution Name: Cincinnati Public Schools, Ohio

The primary focus was on communication skill development and parental involvement.

Accession Number: ED060957

Personal Author: Nieman, Ronald H.

Title: Early Childhood Education Project Evaluation, 1970-71. ESEA Title I.

Institution Name: Cincinnati Public Schools, Ohio

Results of an evaluation of the early childhood project for the 1970-71 year are presented. The program continued to focus upon communication skill development and parent involvement.

Accession Number: EJ051555

Personal Author: Survant, Ann

Title: Building Positive Self-Concepts

Compares the behavior of a kindergarten child with a positive self-concept with the characteristics of the child who has a poor self image. Suggests methods for the development of healthy self-concepts. (RB)

Accession Number: EJ055533

Personal Author: Gordon, Ira J.

Title: Success and Accountability

The author discusses cognition and affect as two aspects of the whole child concept, describes positive and negative items relating to the home environment and parent behavior, suggests implications for school programs to encourage success, and redefines accountability in terms of the child's total self-concept. (SP)

Accession Number: EJ075268

Personal Author: Laufer, Helen

Title: Hey, I'm Important

Teachers use a close contact between themselves and students to help each child realize his own self worth. (RK)

KINDERGARTEN AND SCHEDULING

Accession Number: ED069334

Personal Author: Garman, Charlotte

Title: Administrator's Handbook For Kindergarten

Section three concerns the use of paraprofessionals and related school services including hygienist, nurse, counselor, psychologist and speech therapist. The last section discusses registration procedures, evaluation, and administrator's attitudes.

Accession Number: ED078972

Personal Author: Schaefer, Earl S.

Title: Child Development Research and the Educational Revolution: The Child, the Family and the Education Profession

According to this paper, the education profession can best serve the child and his family by training and encouraging parents to be better able to care for and educate their children. Emphasis is upon developing communication, cooperation, and collaboration with parents to support the child's extra-academic education. It would also require educators to involve themselves in training parents and future parents in family care and education skills.

Accession Number: EJ013173

Personal Author: Gordon, Ira J.

Title: Self Help Approach: Parents as Teachers

A parent education program is developed in which a paraprofessional person teaches mothers a set of specific activities to enhance the intellectual and personal development of the child. (MF)

Accession Number: EJ073726

Personal Author: Stein, Sara; Smith, Carter

Title: Return of Mom

Early learning authorities increasingly agree that parents are a child's most important teachers; the author lists parent education programs and a bibliography of teaching tools for mothers.

SOCIAL DEVELOPMENT AND EARLY CHILDHOOD

Accession Number: ED024472

Title: Early Childhood Selected Bibliographies Series. Number 5, Social

Institution Name: ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois

Sponsoring Agency Name: Office of Education (DHEW), Washington, D.C.

This document is the fifth in a series of six annotated bibliographies relevant to early childhood education. Its general subject is social, and it includes three subdivisions: interpersonal relations, sex-role identification, and social reinforcement.

Accession Number: ED067165

Personal Author: Spaulding, Robert L.

Title: Effects of a Five-Year Compensatory Education Program on Social, Intellectual, Linguistic, and Academic Development

Institution Name: Duke University, Durham, North Carolina

Effects are reported of a Durham, North Carolina Education Improvement Program (EIP), a five-year compensatory education program on social, intellectual, linguistic, and academic development of disadvantaged children.